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SCHOOL LIFE

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No. 7

COOPERATION OF THE SCHOOLS AND INDUSTRIES IN CONSERVING THE EDUCATIONAL INTERESTS OF CHILDREN AND YOUTH.

Part-Time Education—Various Modifications of Plan Proposed—Aim to Hold Boys and Girls in School While Contributing to War Demand for Labor—City School Systems Facing Serious Financial Crises—Teachers as Well as Pupils Leaving Schools for War Work.

The advertising columns of the newspapers are choked with appeals for war workers, which, with the accompanying temptation of high wages, are proving irresistible to many boys and girls of high-school age. Positions paying as much as \$4 and \$5 per day are sometimes offered to high-school boys, without any requirement of previous training or experience.

Boys and girls are anxious to be doing something definite and tangible to help in winning the war. This motive is as strong as the lure of high wages. It is extremely difficult to keep restless youth interested in a program of education which is preparing for usefulness at some time in the future when an opportunity for service is right here and now.

Most cities are enforcing the compulsory schooling laws as effectively as can be expected under the circumstances. And yet, curiously enough, reports indicate that the dropping out of school is relatively greater in the last two years of the elementary school than in the high schools.

In the opinion of some city superintendents, the situation with respect to the teachers is even more critical. When the school-teacher is paid less than the 15 or 16 year old boy who leaves her classroom to go to work, and far less than she herself can earn in some industrial or commercial establishment after a few days' apprenticeship, the appeal to render a patriotic and much-needed service, rewarded by a fatter pay envelope, is apt to meet a certain response. In addition, many teachers have found it necessary to seek more remunerative employment because of the inexorable increase in the cost of living. As a result, one of the most difficult tasks which the superintendent has to face now is that of supplying the necessary teachers to keep the schools in operation.

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MODERN LANGUAGE STUDY IN GREAT BRITAIN.

Need of Foreign Languages in Business—World a Cooperative Manufactory of Knowledge—Ignorance of Enemy Peoples Hampered War Efforts—Study of Modern Foreign Languages Should Be Extended.

That ignorance of language is a serious obstacle to the development of foreign trade, and especially that ignorance of enemy peoples and their languages has hampered Great Britain's war efforts, are important conclusions reached by a committee of distinguished men appointed in August, 1916, by Mr. Asquith, then prime minister of Great Britain, to inquire into the position of modern languages in the educational system of the nation.

The report of the committee, recently made public, is exhaustive and well-considered. It gives first place to French in the history of modern civilization, though the literature of

England may have exceeded that of France, and Germany may have excelled in the actual bulk and volume of scientific work during recent years. For Englishmen, German is rated in practical value as second only to French, and on the strictly commercial side German is probably superior.

The chairman of the committee was Stanley Leathers, civil service commissioner and one of the editors of Cambridge Modern History. Among the other members were Sir Maurice de Bunsen, British ambassador at Vienna when war was declared; Dr. H. A. L. Fisher, who was a member of the Government committee on German outrages and who resigned his place on the modern-language committee to become president of the board of education; Dr. Walter Leaf, the banker and a translator of Homer; and Sir James Yoxall, who at one time was the royal commissioner on secondary education.

Scope of Report.

The report discusses such topics as the history of the study of modern languages in Great Britain; the neglect of modern studies; the value of modern studies; the relative importance of the several languages; the means of instruction; the supply

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PART-TIME EDUCATION.

1. In order to meet existing emergency conditions, schools should adopt one or more of the various modifications of the part-time plan of division between employment and school attendance for children and youth of 14 to 18 years of age who are physically and mentally qualified.

2. To make possible the administration of plans for part-time education, State legislatures should be asked to enact compulsory part-time school-attendance laws for all children and youth of 14 to 18 years of age.

3. States and cities should so modify and adjust their educational systems as to train through short intensive courses for war-emergency occupations.

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COOPERATION OF THE SCHOOLS AND INDUSTRIES.

(Continued from page 1.)

Cities are thus confronted with very serious financial problems. In many cases school systems are operating on fixed budgets, the details of which were determined from a year to 18 months ago. Provisions for salary schedules and increases are more or less inflexible. No matter how inadequate the salaries may become, because of increased living costs and readjustments in the wage market, boards of education are practically helpless.

In the face of these facts it has become plain that we must find some means of practically doubling the salaries of teachers, and it should be done at once. Even then the individual salary will only be approximately equal in relative purchasing power to what it was three years ago. And we can not disregard the fact that even before the war teachers' salaries were pitifully and shamefully low in comparison with all other occupations.

The only alternative to radical action in the matter of teachers' salaries is an inevitable deterioration in the standards of qualifications of teachers, as the result of which the quality of instruction which our children receive will greatly suffer.

Conference of Educators.

The foregoing are some of the salient facts which were brought out at a conference of educators, called by the United States Commissioner of Education, which was held at the office of the Americanization division of the Bureau of Education, New York City, on Monday, October 14. Superintendents of schools and representatives of boards of education in a number of cities in which the problem had become especially acute were invited to confer as to the best measures for meeting the situation. The cities to which the invitation was sent included about a score of those in which the establishment of munitions and shipbuilding plants, the development of existing industries, and the expansion of governmental activities have brought about abnormal increases in those classes of the population of school age, while at the same time threatening serious interruption of school attendance by reason of the insistent demand for labor.

The attendance was very gratifying, and a most profitable discussion resulted. There were 24 persons present, representing the public-school systems in 16 cities, in 7 States, and the District of Columbia, as follows:

Connecticut, 2; Maryland, 1; Massachusetts, 2; New Jersey, 5; New York, 4; Pennsylvania, 3; Virginia, 2; District of Columbia, 5; total, 24.

Several Plans Have Been Tried.

The discussion centered around the various modifications of the part-time plan of education which have been adopted in various cities and States. These include:

1. Half-day school sessions. In some cases the school day has been reduced to a single session, lasting from 8 a. m. to 12:30 or 1 p. m., or from 1 to 5 p. m., leaving the remainder of the day free for those who can find part-time employment.

2. The duplicate-school plan, by which the same building and equipment are made to accommodate two distinct groups of pupils and teachers.

3. Special classes have been organized in commercial and industrial plants, the employer furnishing the classroom and equipment and the public schools supplying the teachers.

4. In Washington, D. C., a plan of "staggered" hours of recitation and study has been tried in the endeavor to meet the needs of large department stores and other commercial establishments particularly. By an adjustment of school programs, students who must find employment are released during the rush periods in the stores.

5. Several States have tried with success the plan of compulsory continuation schools, in which young employed persons of specified ages receive from four to eight hours' instruction per week during the regular working day.

6. Evening classes constitute probably the oldest, and still the most generally available, method of providing educational opportunities for those who have left school to go to work.

7. The United States School Garden Army plan, with the accompanying adjustment of school and study hours, has been fully described in previous issues of *SCHOOL LIFE*, and is meeting with marked success.

8. A few cities have reorganized schools on an all-year basis, providing for approximately 24 weeks of school, 24 weeks of wage-earning employment, and 4 weeks of vacation.

9. Cooperative classes have been organized, through joint action of boards of education, employers, and labor organizations. In these plans the pupils usually work and study in pairs, one pupil being in school while the other is at work, and vice versa. The alternating periods of school and employment are one day, one week, or two weeks, depending on circumstances.

Recommendations.

At the close of the discussion the conference took the following action:

(1) *Moved, seconded, and carried:* That, in order to meet existing emergency conditions, this conference endorses the various modifications of the part-time plan of division between employment and school attendance for children and youth of 14 to 18 years of age who are physically and mentally qualified.

(2) As essential to the administration of plans for part-time school attendance, we recommend that State legislatures be called upon to enact compulsory part-time school attendance laws for all children and youth of 14 to 18 years of age.

(3) We recommend that States and cities so modify and adjust their educational systems as to train through short intensive courses for war emergency occupations.

INTERESTING LETTERS RECEIVED.

A number of letters from those in attendance at the conference have been addressed to the Commissioner of Education, giving further details and figures. The following extracts are of interest to those who are struggling with similar problems elsewhere:

How the Double Appeal of Patriotic Service and High Wages Affects School Attendance in Philadelphia.

By JOHN P. GARBER,

Superintendent of Public Schools.

There is at present an insistent demand in Philadelphia for upward of 33,000 skilled workmen and for 50,000 unskilled. The daily papers are full of enticing offers not only for trained people, but also for those who are willing to work under skilled instruction until they learn to do some one thing desired in a specific line of activity; this short, intensive instruction to continue from 10 to 30 days, when the possibilities for large remuneration are made exceedingly attractive. The range of activities for which these appeals are made is almost as broad as business and industry themselves, there being no less than 25 various lines of work indicated in the shipbuilding industry alone. In the textile industries and in general machine industries, as well as in other occupations closely allied to business and shipbuilding, the range is also very wide.

In their anxiety to secure help some employers take little account of the permanent interests of young people, although others recognize their responsibility for considering the educational possibilities of boys and girls as well as the highest national interests as they are embodied in their proper safeguarding and development. The first type of employers do not hesitate to make their appeals along the lines of immediate patriotic

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SCHOOL LIFE.

to Secretary Lane regarding the courses designed especially for mothers:

Surely this is a critical time in educational work when so many teachers are going into the service and into war work, and if this course could be placed within the reach of all mothers they could do much more toward the right development of their children and do it more intelligently.

Personally I feel the need of such a circle in every school district, both city and country. When I have spoken of the work there has been such a great interest shown. Mothers are groping for help. Especially is it needed in the country districts, where they have not the advantages of the speakers in the city.

No one except a mother knows of the help the home education courses are in guiding the children aright.

Our country needs mothers, intelligent and capable, as never before. Help us by helping more extensive work in home education.

Mrs. Charles H. Toll, who has conducted the reading circle described in Mrs. Peck's letter, thus speaks of the value of the work:

I have in my home in the community (8 miles from Los Angeles) been conducting for two and one-half years Reading Circle Study Course No. 3, sent out by the Bureau of Education. I was a teacher for a number of years before my marriage; I have now four fine sons. The combination of these two things has made me very much alive to the needs of mothers. Fortunately I have sufficient time and means to enable me to do that which I felt sure would be helpful to the mothers of this community (population about 13,000). During the period referred to above we have held weekly meetings. I live a half mile from the car line, but in spite of this our meetings often run above 50, with as many as 150 in attendance. And all this not to have anything in the way of amusement, but to study seriously ways and means of becoming better mothers.

INTERESTING LETTERS RECEIVED

(Continued from page 2.)

service and high money returns, and also to claim misleading opportunities for advancement. Even the best type of advertisements tend to give a wrong impression as to the possibilities of wholly untrained people becoming skilled mechanics under a few weeks of narrow but intensive training.

Loss in the Seventh and Eighth Grades
Greater Than in High School.

Under all of these inducements there has been an unusual withdrawal from our high-school enrollment of approximately only 5 per cent; but in the higher elementary grades—the seventh and eighth—it amounts to as much as 10 per cent. This seems to indicate that the stress of any

appeal that we make must be to the parents and pupils represented in the elementary grades. And as there are two very specific influences at work which lead to these withdrawals from school, our efforts should be centered on meeting these two specific things.

The first of these is the desire of the older boys and girls to be doing something directly for the winning of the war. Although the feeling of personal responsibility should be encouraged, these young people need to see the bigger opportunities for patriotic service which will be open to the well prepared in the after-the-war period. They also need to see that it is really their duty to remain in school and by earnest work prepare themselves for the army of well-trained people that will be needed in the great reconstructive period upon which we have entered.

The second of these influences is the money appeal. While the money is not needed by most of these young people, they and their parents fail to resist the unusually attractive opportunities for immediate gain. This lack of vision and good judgment needs to be combated by reliable facts concerning what will be the portion of those who sacrifice permanent future good for immediate temporary results.

Aggressive Measures Needed.

Under these conditions there are at least two things that the schools can do and should do. In the first place, parents and pupils should have clearly placed before them the advantages in the way of enlarged ability and resources coming from a more thorough education. Careful investigations have furnished an abundance of statistics and facts along these lines. We need no longer deal in generalities in pointing out the increased earning capacity and the opportunities for success and satisfaction in life that come from this better preparation both for living and earning a living. In the second place, the schools, particularly the secondary schools, need to link up their activities much more definitely with actual life conditions as they exist outside the school. We have reached the stage in our civic teaching where we realize the value of recognizing the young student as being already a citizen rather than as merely needing information for citizenship when he reaches adult life.

We must now also meet his occupational desires by giving him the opportunity, while in school, to produce and do things that have a market value in his community.

In the upper high-school grades this actual productivity can be carried on both within the school and in cooperation with

business and industrial plants. The latter puts the students under "shop conditions" and very easily and naturally makes the school-to-work transition, which at present contain so many conditions that are unfavorable to the young person's real welfare and success. Of course, any marketable activity or commodity brought about by any such cooperative plan must be in strict accordance with the law and with the accepted principles controlling all production. A third thing that should be fostered in our secondary work is the individual interest in him which the pupil more or less consciously misses in passing from the elementary school to the high school.

Pittsburgh Promptly Inaugurates
Cooperative Plan.

By S. S. BAKER.

Associate Superintendent of Public Schools.

Pittsburgh was manufacturing and distributing for the allies and the United States Government on a very extensive scale previous to our declaration of war. For this reason we were reasonably well prepared for a readjustment which directed all of our energies and potentialities toward the requirements of our own Government. No very extensive additions were made to our plants, and the filling of places vacated by nearly 50,000 men who have gone to the cantonments was effected very gradually by shifting man power, and thus eventually in thousands of instances bringing women into industries and commerce in places which they had not held hitherto.

Junior Red Cross and Boys' Working Reserve.

In our school program we were early placed in an enviable position through the forethought and activities of our leaders in the Junior Red Cross, and by this means we were able to utilize the efforts of the boys and girls in a \$500,000 contract with the Red Cross. In addition to this activity, we planned to accept, with governmental approval, the enrollment of selected boys 16 to 18 years of age in the United States Boys' Working Reserve.

In addition to these major movements, almost countless opportunities were offered boys and girls from 14 years of age and upward to do concrete service in some part of the national or local program of preparation. A number of the leading merchants in the city have financed a cooperative school plan for preparation of boys and girls in commercial establishments, and this is directed in immediate touch and placement by the Carnegie Institute of Technology.

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RURAL EDUCATION

ITEMS OF SIGNIFICANCE IN RURAL SCHOOL PROGRESS



NOTES OF GENERAL INTEREST.

The brief report on the public schools in Porto Rico which appears elsewhere in this issue is of especial interest to American readers because of the recent granting of American citizenship to the people of the island. Porto Rico is solely agricultural. Its schools are organized to prepare the people for practical living on the land. This is indicated in the report mentioned, which also demonstrates the remarkable interest taken by these new Americans in the same war activities that are holding the attention of their fellow-Americans on the Continent.

* * * * *

Special attention is called to the county wide plan of administration and professional supervision in use in Jefferson County, Ala., which is summarized on this page. Modern school organization and professional supervision of rural schools, school officials are coming to realize more and more, are essential in the struggle that is being waged to re-organize the small rural schools as modern rural community schools. Jefferson County has seen the wisdom of districting the whole county for supervisory purposes so that the young, inexperienced teachers will have the advice and direction of professional supervisors in their work.

* * * * *

At the present time four important educational organizations are in the field to study American rural life and education. It is believed that results of momentous importance to rural education in the United States will come from the labors of these committees and from the conferences and publications that will probably result. A brief outline statement of these organizations is included in this issue of *SCHOOL LIFE*.

* * * * *

The first of the series of conferences on rural education and country life for the current school year, under the direction of the Bureau of Education, was held at Stevens Point, Wis., September 22-24. Fifteen States were represented. The majority of delegates came from Wisconsin, Minnesota, Iowa, Illinois, and North Dakota. Dr. A. E. Winship, who was one of several noted speakers on the program, says, in the *Journal of Education*: "At no session were there fewer than 500 in attendance. There were 60 assigned speakers, of whom 50 confined

themselves to rural education, and never have we known fewer trite speakers and fewer freak utterances. Practically every speaker spoke from experience, described demonstrations, told what was being done, rather than what used to be done or what ought to be done. Practically every latest thing in rural education was reported upon."

A CONSOLIDATED RURAL SCHOOL IN TEXAS.

Three Districts Combine in Organization of High-Grade School—Facilities Include 10-Acre School Farm, Homes for Teachers, Community "Play House"—Practical Work in Home Making, Gardening, Animal Husbandry.

In the southwestern part of the State of Texas, in Medina County, 16 miles from the nearest railway, situated in the open country, is a most interesting and progressive rural consolidated school.

In 1912 three rural school districts combined and selected 10 acres of land as nearly as possible to the geographical center of the 125 square miles that comprises the new consolidated district. The property valuation was approximately half a million dollars. The school enrolls 105 white children, and 5 teachers. Some of the children come a distance of 7 miles. They come in all sorts of conveyances, including an automobile, operated at the expense of the district to transport pupils who otherwise would not be provided with transportation.

Besides the 10 acres of land that comprise the school plant, there is a comfortable home for the principal and also a home for the three lady teachers, a tool house, a barn for the horses used by the children in coming to school, a good school building, and a separate auditorium which was constructed at the cost of \$3,000. This is called the community's Play House, and is really the social center for the district. The school conducts many evening entertainments, has a good male quartet, victrola, and above all, there seems to be a good healthy co-operative spirit with school and the people of the community who use the building at other times for informal social gatherings.

Influence of the Principal.

A very competent and energetic principal of the school does all in his power to

extend the influence of the agricultural department of the school among the farmers of the district, and during the past four years his small 10-acre farm has been a powerful factor in stimulating home gardening among the pupils as well as among patrons of the school. The windmill on the farm shows what can be done with water in that semiarid portion of the State. A report from this school states that "Three years ago eight boys produced 2,000 pounds of pork at a cost of only 3½ cents a pound, and that during the same year four champion baby beefeves were grown by schoolboys. The drought during the past two years has prevented the pupils from making as good a showing as we trust they will in the future."

The girls have in their department State, schools that influence the home and range, and other equipment for their home-economics training. In this department they have made all their graduating dresses, studied household accounting, food preparation, and home sanitation.

We need schools of this kind in every State, schools that influence the home and are powerful factors for good in the community. Much depends upon the people who really show a desire for such effective up-to-date schools and are willing to pay the price by liberal taxation.

ORGANIZATION AND PURPOSE OF THE SEVERAL COMMITTEES ON RURAL LIFE AND EDUCATION NOW AT WORK IN THE UNITED STATES.

1. The National Country Life Commission.

President Roosevelt's Commission on Rural Life, appointed in 1908, gave the impetus for the formation of the National Country Life Commission. The first steps were taken by a number of educators interested in the matter, and a permanent organization was effected at Pittsburgh, Pa., on June 29, 1918.

The general program and objectives of the commission have since that time been definitely settled and committees have been appointed. These include—

- I. Means of communication.
- II. Homemaking.
- III. Means of education.
- IV. Rural government.
- V. Health and sanitation.
- VI. Recreation.

VII. Country planning.
VIII. Morals and religion.
IX. Country life objectives and values.

These committees are most of them divided into subcommittees. The committee on means of education, with H. W. Foght, of the Bureau of Education, as general chairman, is subdivided as follows:

(a) Rural elementary and secondary schools, Mabel Carney, chairman.
 (b) Agricultural education, Prof. George A. Works, chairman.
 (c) Adult education, A. B. Graham, chairman.

The central purpose of the commission is to make a study of the important problems in rural life, what principles govern their solution, and what steps should be taken now toward meeting them. Plans are under way to prepare a statement of the whole rural problem, including references to easily available literature on this subject for the use of school officials, elementary and high schools, granges, farmers' unions, rural women's clubs, farm bureaus, and other country organizations. Dr. Kenyon L. Butterfield, president of the Massachusetts Agricultural College, Amherst, is general chairman of the commission, and Dwight Sanderson, United States Department of Agriculture, secretary.

2. Committee on Study of Consolidation and Rural High Schools in the United States and Canada.

This committee was organized by the section of State supervisors of the National Education Association at its Kansas City meeting. The work has gradually been expanded from a rather small effort to a most thorough-going study of school consolidation and rural high school organization in all the American States and the nine Canadian Provinces.

The members of the central committee are H. W. Foght, chairman; S. B. McCready, Toronto, Canada; Lee Driver, Winchester, Ind.; Miss Charl Williams, Memphis, Tenn.; J. M. Foote, Baton Rouge, La.; and C. G. Sargent, Fort Collins, Colo. This committee is working in cooperation with a larger committee of 57 educators representing the several State departments of education and Canadian provincial ministries of education.

The work of this committee is now well under way, it being the purpose to make a report at the Chicago meeting of the department of superintendence. The scope of the work will include statistical data from all the States and Provinces, together with intensive studies of 19 counties and a large number of individual schools. The results of the study will be published as a bulletin by the Bureau of Education.

UNITED WAR WORK CAMPAIGN.

For the pay of soldiers, their training, transportation, support, and equipment; for ships and munitions, and for the many other things necessary for the waging of the great war for freedom and democracy and against autocracy and militarism, the Government of the United States pays with money raised by taxes and loans. It leaves to the people of the country to support by their free will offerings the many agencies created to minister to the welfare and comfort of soldiers in camp, in the trenches and in the hospitals, and for the relief of the suffering that comes directly and indirectly from the war to the people of this and other countries.

To the Red Cross, to the Y. M. C. A., to the Y. W. C. A., to the Knights of Columbus and other agencies we have given liberally and gladly again and again. At the suggestion of President Wilson seven of these agencies—the Y. M. C. A., the Y. W. C. A., the National Catholic War Council (K. of C.), the Jewish Welfare Board, the War Camp Community Service, the American Library Association, and the Salvation Army—are united in one drive, to begin November 11 and to continue until November 18, for the sum of \$170,500,000, which will be divided among them in a proportion which has already been agreed upon.

To this fund every person in the United States should contribute something. It is entirely fitting that school children should help in this drive, both by giving themselves and by inducing their parents and friends to give.

I suggest, therefore, that school boards and superintendents and principals of schools encourage them to do so. Teachers should explain to the children the uses to be made of this money and why it is needed. Thus there will be for the children much of educational value for mind and heart and hand.

P. P. CLAXTON,
Commissioner.

SUMMARY OF SCHOOL ORGANIZATION AND SUPERVISION IN JEFFERSON COUNTY, ALA.

1. Subdivision of the county into 11 districts containing about 18 schools each. In charge of each of these districts is a supervising principal who devotes his entire time to supervision. He travels among the schools, directs teachers, meetings, Reading Circle work, makes requisitions for his supplies, conducts sample lessons, acts as critic teacher, etc. These supervisors made 6,605 visits last year.

Teacher Training in Service.

2. An assistant superintendent is placed in charge of the department known as Teacher Training in Service. He has meetings with his teachers on Saturdays, selects reading matter for them; has charge of the Reading Circle work for the county, assists in the employment of teachers, and determining the standard for employment.

3. The professional requirements have been increased until now it is necessary for one employed to teach in this county to hold a normal-school diploma or its equivalent, or, in lieu of this, a high-school diploma with two years' successful experience elsewhere.

Consolidated Schools.

4. There are 12 consolidation schools to which pupils are conveyed at public expense. There are also about 40 union schools; that is, schools made by the consolidation of two smaller schools, but without transportation. Of the 130 white schools only 28 are one-teacher schools; of the 75 colored schools only 35 are one-teacher schools.

5. During the year 64 night schools were conducted in rural districts for six weeks, using the teachers employed in day work, these teachers being paid at public expense; 1,230 pupils were enrolled in the high schools, 297 of these being illiterates, and 457 near illiterates, as it was necessary for them to begin with the primer.

6. The county has two agricultural instructors under Smith-Hughes work with a salary of \$2,400 each.

7. Four new eight-room consolidated schools have been built during the year, three of these being on the one-story extensible-unit plan. Fifteen other buildings have been remodeled or enlarged. Five acres of ground are required for each of these new buildings.

Ravinia and Plain Center Consolidated School, Ravinia, S. Dak.

The people of Ravinia and its trading community, in Charles Mix County, have

organized a consolidated school that promises much for that part of South Dakota.

The village of Ravinia is only 9 years old, but its progress along educational lines in those few years is a story worthy of repetition. Its first school was opened in 1910 in a dwelling house. It was a one-teacher school of eight grades and contained 34 pupils. The next year a lot was purchased and a one-teacher school was erected. In 1912 the building was partitioned and two teachers were employed, each having four grades. In 1913 an election was held and bonds were voted in the sum of \$7,500, authorizing the erection of a modern school building. One year's work in high school was added that year. Since then one grade a year has been added, until a complete four-year high-school course is now offered. Just two years after the new building was completed it was destroyed by fire. At the time this seemed a catastrophe to the little community, but since then it has proved a fortunate thing. The people met the emergency by providing a room in a bank for the upper grades and a temporary shack for the lower grades.

Obstacles Overcome.

In the meantime the progressive school board and citizens consulted with the like progressive county superintendent and a campaign for consolidation was organized. Noted educators from over the State were invited to address educational meetings and conferences. The usual difficulties were encountered—farmers skeptical of the high taxes, and mothers anxious about transportation. But the boosters went on with the campaign, and when the time was ripe an election was called. This election was held April 12, 1917, and by an almost unanimous vote Ravinia and Plain Center Township were consolidated. It was not many weeks thereafter until a \$50,000 brick school building was in process of construction.

While waiting for the new building to be completed, the one-teacher buildings of Plain Center Township were moved into Ravinia, and in the fall of 1917 the consolidated school began. A member of the bureau of education, while engaged on the survey of South Dakota, spent two days in Ravinia inspecting the consolidated school. She saw the transportation busses and wagon arrive in the morning and saw them leave in the afternoon. She attended a class party and the community meeting, and made a careful tour of the new building, which was then nearing completion. The school had six teachers and an enrollment of 200 children. Approximately 130 of these lived outside the village and were con-

veyed at public expense. Four automobile trucks, valued at \$1,500 each, and one wagon provided the transportation. One teacher boarded at home and rode in one of the busses. The bus drivers received \$60 per month, and the route of each was 18 miles.

A poll taken of the children showed that they were enthusiastically in favor of the new plan. One boy in the high school said: "I never could have attended high school if we hadn't consolidated. Now I want to go to the State agricultural college when I finish here." The school children, teachers, citizens, and visitors contributed to the program at the community meeting. This was followed by a social hour. From expressions of those present, it was evident that the Plain Center citizens did not regret the fact that they had voted to do away with the little one-teacher schools and become part of a big centralized district.

New Building with Modern Equipment.

The new building contains an auditorium, equipped with a stage, curtains, and scenery. The classrooms adjoining the auditorium are connected by movable partitions. The gymnasium is provided with shower baths for both boys and girls. Besides the regular classrooms, the building contains a domestic science kitchen, a physical science laboratory, and manual training rooms.

One evidence of the success of the consolidated school is shown by the fact that two outlying districts voted unanimously in the spring of 1918 to join the consolidated district. With the addition of these districts, the total territory included in the consolidated district is 50 square miles, with a taxable valuation of over \$1,500,000.

AN EXHIBIT OF HOME-SCHOOL PROJECT WORK IN COOK COUNTY, ILL.

One high-school girl had on exhibition more than 1,000 cans of garden products; an eighth-grade girl had over 900 cans of garden products, including 67 different varieties; and a sixth-grade girl exhibited over 700 cans of garden products at a fair in Harvey, Cook County, Ill., in September. All this was but a part of an exhibit of home-school project work organized under the direction of the county school superintendent, Mr. E. J. Tobin.

This work includes home and school garden projects, such as poultry clubs, pig clubs, and garden clubs. Much of the work is done by individual pupils.

The exhibit included animal husbandry and poultry projects also. The work is all directed by Mr. Tobin's five assistant county superintendents, or "country life directors," as he calls them. Teachers, pupils, and patrons of the schools all manifest great interest in this work.

RURAL SCHOOL CONSOLIDATION IN IOWA.

A few years ago the Legislature of Iowa passed a progressive act for the promotion of rural school consolidation, by giving State aid for each district eliminated by consolidation. The amount of State aid provided varied from \$250 to \$750, according to certain progressive standards set up. The last legislature, however, failed to make adequate appropriation for this purpose, so that the movement toward consolidation is temporarily retarded. It is expected that the next legislature will make the necessary appropriations.

GREAT INTEREST IN HOME GARDENING AND JUNIOR RED CROSS WORK IN PHILIPPINE ISLANDS.

A quantity of posters and other printed matter relating to the work of the United States School Garden Army was sent last July to Mr. W. W. Marquardt, director of education, Manila. That this material was appreciated, and that the Philippine boys and girls have something of their own to show to our American children, is indicated by the following paragraph quoted from a letter from Mr. Marquardt to a member of the School Garden Army Division of the Bureau of Education:

I am sure the posters will be of considerable value and interest to teachers and pupils in the present campaign for more and better home gardens. The Philippine public schools have been doing their part in all phases of junior war work. We now have some 103,000 home gardens, and in addition a large enrollment in our agricultural clubs. I was very much pleased, indeed, the other day to learn that during the past year Filipino schoolboys have more than doubled the number of home gardens and more than trebled the amount of production. I am sure you will also be interested in knowing that the public schools in the Philippines are now carrying on an extensive Red Cross campaign. Not only are our teachers and pupils enrolling as Red Cross members, but the pupils have been organized as a junior branch of the Philippine Red Cross chapter. A large amount of very creditable work is being done in the making up of various Red Cross materials as a feature of the industrial work given in the schools.

SCHOOL HYGIENE AND PHYSICAL EDUCATION

NOTES AND COMMENTS FROM THE FIELD OF HEALTH WORK

A SCHOOL FOR HEALTH INSTRUCTORS.

Wisconsin Takes Steps to Combat Threatened Shortage of Nurses—Ten Months' Special Training Course for Qualified Candidates.

The Wisconsin Anti-Tuberculosis Association has organized a course to train a new type of health worker, who has been termed "health instructor." The

provided with these types of nurses, and realizing that to train a nurse requires three years, a training course has been organized lasting for a period of 10 months of full-time work. The class has been recruited from the ranks of teachers and college and normal-school graduates who have for a long time been deeply interested in the questions of public health. Members of the class have been chosen with scrupulous care.

eases subject to quarantine; the effects of polluted water, milk, and other food supplies; their influence upon disease and health; sewage disposal and general sanitation; some knowledge of the principles of heredity, vital statistics, and occupational diseases, as well as the other important factors in disease control.

2. *Social service.*—A thorough understanding of modern social service is considered to be absolutely necessary before undertaking independent work in public-health practice. Included in social service are the great divisions of infant and child hygiene, medical inspection of school children, and tuberculosis work. While these subjects, to a certain degree, require medical treatment, yet the health instructor approaches these problems from the family standpoint. For him, therefore, they are primarily social problems. The members of the class are given thorough instruction in the medical principles which govern the conduct of these activities through affiliation with Marquette University Medical School. In addition, a full-time social-diagnosis director has been employed who directs the case work of the class.

In addition to these two major parts of the course of instruction, extensive practice and training in what is called propaganda is emphasized. This includes public speaking (at the present time the members of the class are engaged in making four-minute speeches in the various factories of the city at the noon hour, describing the methods of control of influenza), the preparation and writing of reports, exhibits, spot maps, and all the various other means of securing the attention of the general public. A course in elementary psychiatry has also been made an important part of the instruction as well as a short course in physiology.

3. *Field work.*—The most important part of the entire course of instruction is the field work, to which a full half of the time of the class is devoted. Close affiliation has been secured with the Milwaukee Health Department, which gives the members of the class an opportunity to serve as field workers for a period of six months on half time. The case work is in charge of the director of case work, who receives assignments through the supervising nurse of the health department. Ample opportunity for field work with other organizations has been secured. This field work is carried on in close correlation with the class work.

PITTSBURGH PUBLIC SCHOOLS.

DEPARTMENT OF HYGIENE.

CHILDREN'S HEALTH CODE.

AIR	Inside air is never so good as that of <i>outdoors</i> . Be in the open air every minute that you can.
SUNSHINE	Sunshine stops the growth of the germs of sickness. Let the sun shine freely into your home and upon your clothing.
SLEEP	Children need at least 10 hours' sleep each night. Sleep with the bedroom window open top and bottom.
BATHING	Bath at least twice a week, better once a day.
PLAY	Play every day, winter as well as summer, and always outdoors if you can.
MILK	Milk is the very best food for growing children. Drink three or four glasses of it every day.
DRESS	Dress comfortably and lightly. Keep warm by exercise, play, and deep breathing.
WATER	Drink three or four glasses of water every day.
FOOD	Wash your hands always before eating. Eat slowly and chew all your food well.
MOUTH	Keep these clean, as they are the windows and doors for disease germs; use tooth brush and handkerchief often.
TEETH	
NOSE	
ALCOHOL	
TOBACCO	Alcohol and tobacco stop your full growth and prevent your being swift and sure.

basis upon which this course has been organized is that public-health work is educational work more than anything else. It is recognized that the school nurse, public-health nurse, visiting nurse, as well as health inspectors, have for their prime function the education of the public into better methods of living. Realizing that at present, when nurses are being drafted for the needs of military service, communities are left insufficiently

A very complete course of instruction has been laid out, the essentials of which are as follows:

1. *Principles and practice of public-health administration.*—This course, which is given throughout the period of 10 months, includes the principle of preventive medicine; thorough training in the cause, transmission, spread, and control of all types of communicable dis-

MEDICAL HELP IN THE UNDERNUTRITION OF CHILDHOOD—WHAT NEXT?

Evidence That Arrest of Physical Development in Childhood Is Not Necessarily Permanent—Remedial Measures for Stunted Children Should Be Encouraged.

Under this caption the Journal of the American Medical Association comments editorially (Sept. 21, 1918) upon the medical, educational, and social aspects of malnutrition and retarded growth.

Some time ago we referred to the investigations of Osborne and Mendel relating to the capacity to grow after prolonged suspension of growth. They found that when animals were stunted by a variety of methods that involved undernutrition or malnutrition, increment in size could be resumed, even after exceptionally long periods of suppression of growth, provided the diet was made suitable. In other words, the capacity to grow was not lost until it was actually exercised in growing. Another striking feature developed in the researches of the New Haven investigators was the surprising rapidity with which the subsequent gains were made after growth had been inhibited for some time. The rate of gain after enforced failure to grow was far beyond what individuals of the same size experience at the usual normal period of growth.

Notable Results of Treatment of Under-Nourished Children.

That these results are not confined to the domain of experimental observation has been attested by Manny, of the New York Association for Improving the Condition of the Poor. Considerable experience, he states, is now available, from well-conducted summer camps, all-the-year stations, and from other special situations in which conditions of feeding, sleeping, exercises, etc., are carefully supervised, to prove that the growth of the majority of stunted children can be promoted with almost startling rapidity. The weight charts of the boys in truant schools, for instance, show almost perpendicular advances as soon as a chance for normal growth is afforded.

There is a tendency to look on defective nutrition as the problem of the physiologist and physician solely. For its immediate aspects this is probably a proper view. The worker in home economics now brings additional help into the field, adding helpful social agencies to such factors as the school nurses, the physician, the milk stations, and the visiting nurses. But there is a limit to the powers of the food clinic and the dispensary. As Manny has pointed out, all these measures of relief are social make-shifts compared with the immense work of education and economic readjustment that lies ahead. After all, "What is the matter with the poor is their poverty." And it may be added, what is the matter with the ignorant is their ignorance. As he says, unless we recognize that defective nutrition in childhood mustulti-

TO THE "VICTORY BOYS."

In the war for freedom and democracy, in which we are now engaged and to which all our strength and resources are pledged until it is won, much money is needed, not only for the support of the Army and the Navy and their activities, including munitions and shipping, but also for the relief of the distress both at home and abroad, which comes directly or indirectly as the result of the war, for activities which minister to the welfare and comfort both of the men in the Army and of the men, women, and children who are left at home, and of those in Europe who are in want because of the devastations of the war, and for the preservation of the morale of the Army and Navy and of the whole country.

The Government raises the money for the first purpose by taxes and loans. It leaves to the people the duty and privilege of raising the money for the second by volunteer contributions.

Seven agencies—the Y. M. C. A., the Y. W. C. A., the National Catholic War Council, the Jewish Welfare Board, the War Camp Community Service, the American Library Association, and the Salvation Army—have been recognized as the chief agencies for the raising and expending of this money. At the request of the President these seven organizations are uniting their efforts, and from November 11 to November 18 will make a campaign for the purpose of raising \$170,500,000. To this fund every man, woman, and child in the United States should give something. The great majority of them will if seen and asked to do so. Here is an opportunity for the "Victory Boys." The life and health and comfort and happiness of millions of fighting men and of many more millions of unfortunate men, women, and children in this country and Europe, depend upon the success of this campaign.

Let every "Victory Boy" do all he can to help in raising this money, which is to be given, not through compulsion, but through charity and good will.

Yours, sincerely,

P. P. CLAXTON,
Commissioner.

mately be treated as only one aspect of poverty and only one aspect of ignorance and shape our social program accordingly, food clinics and the remedial work of social agencies may only increase the number of children reared in families too poor or too neglectful to be safely intrusted with the reproduction of the race.

learning in the United States for competent instruction in the Portuguese and Spanish languages;

II. That it is desirable that special courses should be established for the education of persons to act as the representatives of United States business interests in the other American Republics;

III. That the secretary of the section is requested to forward a copy of this resolution to the Commissioner of Education of the United States and to the commissioners of education of the several States.

TEACHING OF SPANISH AND PORTUGUESE URGED.

Resolution on Instruction in the Spanish and Portuguese Languages adopted at the Meeting of the United States Section of the International High Commission, October 7, 1918.

The United States Section of the International High Commission recognizing the primary relation of a knowledge of languages to the free, ready, and constant interchange of thought between different peoples, resolved:

I. That, in order to develop closer commercial and social intercourse between the countries embraced in the International Union of American States, provision should be made in the high schools as well as in the higher institutions of

We can supply crippled soldiers with artificial limbs, but there is no form of pedagogy through which you can repair the loss of educational opportunities and training. We shall have lost heavily whatever may attend our arms, unless we raise up a generation of intelligent and well-trained citizens to take the places of those who die in battle and to act as leaders in the great reconstruction period.—State Superintendent F. G. Blair, Illinois.

THE AMERICANIZATION MOVEMENT

"THE AMERICAN HOUSE" OF CINCINNATI.

Social Center for Foreign-Born Residents—A Democratic Plan for Practical Service.

"The American House" in Cincinnati, which opened on October 12, is the city's first social center for the foreign-born where they will be given an opportunity "to assemble voluntarily in natural, self-selected groups, for purposes of instruction, recreation, and amusement."

The American House, located in a neighborhood where it will serve over 15,000 residents of foreign stock, was formerly a tenement house of the old type, in which a saloon flourished as a notorious center of immigrant exploitation. It has been remodeled at a cost of \$10,000 with funds provided out of the "war-chest fund" of the Cincinnati and

Hamilton County branch of the State Council of Defense, and is fitted with an auditorium, class rooms, shower baths, a lunch room, a quiet-games room, a library and reading room, a ladies' rest room and a children's room, and is connected with a flower garden and small park with benches.

It is planned to organize an orchestra, fellowship clubs with native Americans, lectures, picnics and outings, and visits to public places of interest and to hold patriotic celebrations. Legal advice and aid will be given without charge. The plan of the Americanization executive committee, which is directing the city's work with immigrants, "is based on the principle of cooperation and is democratic in its methods. The committee does not believe in forcing its ideas on anyone. It seeks to ascertain the needs of the individual and to serve these needs in accordance with the best accepted standards.

There is an entire absence of the compulsion and coercion so obnoxious and harmful to the immigrant, who, as a rule, has come to America to escape pressure from above."

ENGLISH INSTRUCTION FOR NON-ENGLISH-SPEAKING MEN IN THE SELECTIVE DRAFT.

Opportunity for the Schools to Render Great Service in Cooperation with the Military Authorities and Council of National Defense—Inability to Speak English a Serious Handicap—Bureau of Education Cooperating with Provost Marshal General's Office for Instruction in English in Every Community Having 100 or More Men of This Class.

In every community in the country in which the 1910 census or the records of the Provost Marshal General's office show the presence of 100 or more foreign-born men of draft age, an effort is being made to provide instruction in the use of the English language, and especially to familiarize the men with so much English as will be most helpful in their camp life. If the selectives go into camp with ability to understand the orders issued by their superiors and to converse with other soldiers on the daily duties of camp life, this means a saving of the time and labor which would otherwise necessarily be spent in their instruction by camp officers.

The War Department has stated that inability to speak the English language is a serious handicap to the men when they reach the training camps and vitally affects the efficiency of the Army.

Letter from the Commissioner of Education.

To the superintendent of schools in everyone of these communities the Commissioner of Education has sent a letter, calling attention to the need, and the splendid opportunity for the schools to render a unique service in cooperation with the local boards of instruction organized by the War Department. City superintendents of schools are urged to get in touch immediately with the local boards, and to render all possible service in the following definite ways:

- (1) Furnish the necessary classroom facilities in the evenings or at other convenient times.
- (2) Aid in the organization of classes and grouping of students.
- (3) Provide, in cooperation with the local Americanization committee of the

THE LOYAL TEACHER.

C. E. CHADSEY,

Superintendent of Schools, Detroit, Mich.

I believe in the sacredness of the cause for which we, the citizens of the United States, are fighting.

I pledge myself in every way in my power to render assistance to those in authority.

I will teach my children to love their country, and train them to see that no sacrifice is too great, if by it humanity's cause may be furthered.

I will keep myself intelligently informed of the progress of the war and do all that I can both within and without the schoolroom to extend intelligent conceptions of this war and the principles which we are defending.

I will at all times be on my guard against disloyal propaganda and will take immediate steps to stop the circulation of rumors which in any way may be harmful.

I will never forget that as a public-school teacher I must be aggressively and unmistakably loyal and that as a teacher I have the opportunity to accomplish more in the way of sustaining and improving the morale of our citizens than is the privilege of most Americans.

I fully realize that my greatest duty is to be a true American and to inculcate in others true Americanism.

State council of defense and State division of the Woman's Committee, the teachers who may be needed temporarily, from the regular teaching staff of the schools or through volunteers.

The Council of National Defense has also asked the State and local councils of defense and State and local divisions of the Woman's Committee, through their joint Americanization committees, to cooperate with the Army boards of instruction and with the local public school authorities, and the details regarding joint local effort can be arranged best through conference with these agencies.

It is expected that the Army boards of instruction will prepare lists of the non-English-speaking selectives, and call them together to explain the opportunity and advantage of learning the necessary military terms in English. This step will then be followed by the organization of classes. It is suggested that superintendents secure these lists of names, if available, and write to each man, advising him where and when classes will be held.

How to Make the Work Effective.

In order to give this work as much of the training-camp atmosphere as possible, it is suggested that the school authorities may be able to arrange through the local Army board of instruction, or the draft executive, or the office of the adjutant general of the State:

(1) To secure a complete soldier's uniform and equipment for objective instruction in the classroom.

(2) To provide occasional lectures or talks, given by Army officers from neighboring training camps (those speaking foreign languages, if possible) on wartime regulations and activities, War-Risk Insurance provisions, and the protection of civil rights while in the service.

Manual of Instruction Available.

The Bureau of Education has on hand a small quantity of the manual on Teaching English to Non-English-Speaking Selectives, Bulletin No. 6, prepared by the office of the Provost Marshal General. Copies of this bulletin have been sent by the War Department to all local boards of instruction, and it is expected that the Bureau of Education will be able to supply, in addition, one copy to each teacher in charge of a class in military English.

MODERN LANGUAGE STUDY IN GREAT BRITAIN.

(Continued from page 1.)

and training of teachers for schools; the method of instruction; and ends with a summary of conclusions and recommenda-

tions. It is a safe prediction that this report will be esteemed as a valuable contribution to the discussion of the place in present-day education of modern-language study. It deserves the careful study of the educators of this country as they approach problems of educational reconstruction and readjustment. The following excerpts from the report are of special interest:

Ignorance of Language Serious Impediment to Foreign Trade.

The evidence collected by us seemed conclusive as to the need of foreign languages in business, especially under the new conditions which may be expected to prevail after the war. Keen emulation will then be encountered; lost ground must be recovered; new openings must be found; in countries where we felt secure we shall find our footing precarious. So large is the part of our industrial product marketed abroad, so great is our capital invested in foreign countries, so universal was our carrying trade, so extensive are our financial transactions and influence and the power of our credit, that any impediment to our success will react not only on those firms directly interested in foreign markets, but also on the prosperity of the whole country. Our foreign trade does not comprise the whole of our activities, but the whole of our activities depend upon it. In a great part of our foreign trade a knowledge of languages, a knowledge of foreign countries and of foreign peoples, will be directly and abundantly remunerative.

* * * * *

No country can afford to rely on its domestic stores of knowledge. The whole civilized world is a cooperative manufactory of knowledge. In science, technical and pure, in history, antiquities, law, politics, economics, philosophy, new researches are constantly leading to new discoveries, new and fruitful ideas are giving new pointers to thought, new applications of old principles are being made, old stores are being rearranged, classified, and made available for new purposes. In this work all the civilized countries of the world collaborate, and in no branch of knowledge, abstract or concrete, disinterested or applied to the uses of man, can the specialist neglect the work of foreign students. To obtain access to these sources of knowledge some languages are more useful than others, but many have at least a limited utility. The knowledge contributed by foreigners to the common store is useful to commerce and industry, but most of all it is needed in the universities which have all learning for their province.

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The war has made this people conscious of its ignorance of foreign countries and their peoples. A democratic government requires an instructed people, and for the first time this people is desirous of instruction. Such instruction can not in the nature of things be universal; it must proceed from the more instructed to the more ignorant. It can not be said that before the war knowledge of foreign countries and their peoples was sufficient in ministers, politicians, journalists, civil servants, university professors, schoolmasters, men of business, or in any class of those whose function it is to instruct or guide the public. Further, those few who had important knowledge to impart found no well-informed and interested public to take up and spread this information. Thus the masses and the classes alike were ignorant to the point of public danger.

Ignorance of Foreign Peoples a National Peril.

Ignorance of the mental attitude and aspirations of the German people may not have been the cause of the war; it certainly prevented due preparation and hampered our efforts after the war had begun; it still darkens our counsels. Similar ignorance of France, greater ignorance of Italy, abysmal ignorance of Russia have impeded the effective prosecution of the war, and will impede friendly and cooperative action after the war is over. We need a higher level of instruction in those whose duty it is to enlighten us; we need a far greater public, well informed and eager to understand; we need in all some interpenetration of knowledge and insight. The gradual dissipation of national ignorance is the greatest aim of modern studies. They can only work through the few to the many, through the many to the multitude. But neither the higher instruction of the few, nor the broader instruction of the many, nor the dissemination of sound views in the multitude, can be safely neglected in a democratic country. In this field modern studies are not a mere source of profit, not only a means of obtaining knowledge, nor an instrument of culture; they are a national necessity.

For the acquisition of sound knowledge of any foreign country a speaking knowledge of the language is the first necessity. Hundreds of thousands of British citizens traveled in France before the war; but only a minimal percentage got any knowledge of the French people, because the others could not converse with the inhabitants in their own language. Of those who knew the language only a fraction had the historical and literary knowledge and the general enlightenment

to make the best use of foreign travel and residence. Here also many must be instructed in order that a few may make good. Speaking is indispensable for this purpose, but reading is also necessary.

Much may be learned about foreign countries by studying their literature and their newspapers, from works of history, and other stores of information. For what foreign country have we encyclopedic handbooks of its art, its institutions, its biography, its geography, its philosophy, such as we possess for Greece and Rome? For France, Germany, Italy, Russia we need a series of works, dealing with their history in its fullest and widest sense, not less complete, reliable, and exhaustive, than the treatises that have been compiled for Greece and Rome. The economic study alone of each of these and of many other countries would amply repay the nation that knew how to encourage and reward such studies. If modern studies are broadly conceived and duly honored and recompensed, the example of the classics shows that the work will be done.

* * * * *

England and the World Debtors to France.

The importance of any language may be judged by the significance of its people in the development of modern civilization, by the intrinsic value of its literature, by its contribution to the valid learning of our times, and by its practical use in commercial and other national intercourse. French is by far the most important language in the history of modern civilization. France was ahead of Italy in the medieval revival of learning. The University of Paris was the chief source of light to Europe from the days of Abelard for three hundred years. Italy took the lead in that later revival which is known as the Renaissance, and when she fell a victim to the discordant political ambitions of foreign powers, of the Papacy, and of her own princelets, it was France who with her help carried on the great tradition.

The continued progress of France was never arrested by civil discord, by unlimited autocracy, or even by the convulsive crisis of her great Revolution. For three hundred years France was the acknowledged leader of Europe in the arts, sciences, and the fashions. In literature alone among the arts has she an equal or a superior in England. In the actual bulk and volume of her scientific work France may, during the last half century, have fallen behind Germany, but by vivifying and pregnant ideas she has made the whole world her debtor, and in the lucidity and logical consistency of her interpretation of life she has no rival.

We are her debtors above all other peoples, for England was during four centuries the pupil, and afterward the enemy and rival, but always in some degree under the influence of France. Even for practical purposes the great majority of our witnesses give French the first place. Not only is French the language of diplomatic intercourse, but in countries where English has not established itself French is found most commonly useful as an intermediary between any two persons of different nationality. Physical propinquity also gives French a special value for Englishmen; and recent calamities confronted and endured together should create an eternal bond of sympathy between the two nations.

Fundamental diversity of character and temperament render mutual comprehension difficult, but once established it should serve to correct some of our national defects. In mere matter of language, as in other things, the two nations seem destined to serve as complementary one to the other. Our careless articulation may be corrected by the precise and studied utterance of the French, our modes of written expression might gain much from study of the perspicuous phrasing, logical construction, and harmonious proportions of their prose. From every point of view French is, for us, above all, the most important of living tongues; it has, and it should retain, the first place in our schools and universities.

German Language Probably Second Only to French in Importance to English-Speaking Peoples.

Before the war German was, perhaps, the first language from the point of view of information. Its preeminence was attained somewhat rapidly—in the course of the nineteenth century, and especially in the last 40 years. In philosophy and in those sciences and quasi-sciences in which new knowledge is constantly acquired and general conceptions undergo frequent modifications, no student who wished to keep abreast of the times could afford to ignore German publications. This position was strengthened by the industry and competence of German translators. Important works of learning and literature, produced in languages not generally known, such as Dutch and Russian, were often accessible only in German translations. The German supremacy was skillfully fostered by the admirably organized German book trade and extended not only to the natural sciences, but to the whole field of philology and antiquities and, to a large part, of history.

From the practical point of view Germany was second in value to French alone, and on the strictly commercial side

probably equal, or even superior, to it owing to the wide extension of German activity and the general use of German in the business of Russia and the Balkan Peninsula. Thus far there is no room for difference of opinion. The further questions that naturally arise as to the real measure of civilization's debt to Germany and the comparative value of her literature we do not propose to discuss. The time is hardly propitious for their dispassionate consideration.

No doubt as a factor of the first magnitude in shaping the destiny of Europe during the last hundred years Germany must retain a permanent and compelling interest to the historical student, though the estimate of the causes which have raised her to that position may undergo changes in the opinion of succeeding generations. And on this, also, there will be general agreement. After the war the importance of German must correspond with the importance of Germany. If Germany after the war is still enterprising, industrious, highly organized, formidable no less in trade than in arms, we can not afford to neglect her or ignore her for a moment; we can not leave any of her activities unstudied. The knowledge of Germany by specialists will not suffice; it must be widespread throughout the people. A democracy can not afford to be ignorant.

Knowledge of German Essential After the War.

We may indicate one point in particular which is likely to be of importance at the end of the war. It will in any case be impossible to oust the use of German in commerce, even for our own purposes at home, apart from any question of competition in neutral countries. The mere settlement of prewar accounts with Germany will be a long and difficult matter. If we are not ourselves able to supply men who have sufficient knowledge of German to conduct the necessary correspondence, strong incentive will be offered to revert to the old practice of employing qualified German clerks for the purpose.

This is only one of many considerations which lead us to the conclusion that it is of essential importance to the Nation that the study of the German language should be not only maintained, but extended. Unfortunately, the problem may not prove to be so simple as it seems. Is it certain that after the war public opinion will at once be ready to give an improved position to German in schools? Yet wisdom and prudence demand that its position should be improved, for during the early part of this century the study of German was not going forward, but backward.



U. S. School Garden Army

WOMEN'S CLUBS TO HELP SCHOOL GARDEN ARMY.

"Every one of the 22,000,000 school children of the United States should be given the opportunity to feel that he has a part in the work of winning the war," says Mrs. Mary K. Sherman, formerly secretary of the General Federation of Women's Clubs, now serving as assistant regional director of the United States School Garden Army, in charge of the garden army activities of club women.

"One vital service that may be put within reach of these boys and girls is the chance to produce food. There is no other one thing that comes so distinctly home to every individual as food, and if every child is shown that by raising even a little food that he himself eats he will be helping to keep the soldiers on the battle fields from going hungry, he will see that he has a part and can help in the great world struggle.

Secretary Lane, through the Bureau of Education, has put in operation a practical plan for the mobilization of the school children of the country for garden work. The responsibility for bringing this opportunity within reach of the children rests very largely upon the women. The General Federation of Women's Clubs, through its department of the conservation of national resources, is urging its membership of 2,000,000 women to aid in the work for school gardens. The citizens of a community who do not make it possible for the school superintendents, principals, and teachers to conduct school gardens, according to the plan of the United States School Garden Army, are not awake to their full duty. Collective support and individual service must be given and public interest aroused. We must vision the possibilities and keep in mind that the aim of the United States School Garden Army is to nationalize, unify, and to greatly extend the work now being carried on by the school children of America."

GARDENING AND ARITHMETIC.

Miss Phyllis Blank is a teacher in one of the North Side schools in Atlanta, Ga., and when she was appointed by the supervisor of school-directed home gar-

dening to head that department in her school she was delighted. She immediately put her thoughts to work to devise ways and means of correlating gardening with other subjects taught in the grades, for if Miss Phyllis believed in any one thing more strongly than another, it was that educational processes should be made practical. Her plan for connecting the work with arithmetic is here described because it delighted the children, vitalized the subject matter, and was a decided success from beginning to end.

To arouse the interest of the children in their home gardens was the vital point

to be held in view whatever she did. Miss Phyllis knew that a "demonstration" garden would be almost indispensable. After talking over the plan with her principal and securing her cooperation she called up the owner of a vacant lot adjoining the school grounds and obtained permission to use it for a school garden free of charge. But where the money was coming from to finance the enterprise was the question that puzzled her. The principal assured her that the school treasury was empty, and no help was to be expected from that source. After thinking about it for some time Miss Phyllis finally conceived the idea

RELATIONS OF THE UNITED STATES SCHOOL GARDEN ARMY TO THE STATE AUTHORITIES IN THE NORTHEASTERN STATES.

NEW YORK.

The assistant regional director for the State cooperates with the State department of education and the public safety committee, the three men having a joint office in the State capitol at Albany, and all of them working together to forward the interests of the School Garden Army.

NEW JERSEY.

The State superintendent of schools has turned over to the assistant regional director the entire school-garden work in New Jersey, the Garden Army man having his headquarters in the State superintendent's office and traveling out from there under his direction. The public safety committee of New Jersey has a very small appropriation, but is cooperating to the extent of its ability.

PENNSYLVANIA.

The State director of the School Garden Army has an office with the State board of education at Harrisburg and the State committee on public safety in Philadelphia. Lieut. Gov. McLan is the public safety director of the School Garden Army for the State.

NEW HAMPSHIRE.

The School Garden Army director has an office with the State superintendent of public instruction and the State director of the public safety committee, working out through the State under their local instructions. Practically all the garden work in the State is being supervised in this way.

MAINE.

An arrangement similar to that of New Hampshire is in operation, the governor of the State offering, through the State department of education, to pay half the cost of garden supervision.

MARYLAND.

The State department of education and the State director of the public safety committee are working in full cooperation with the State director for the School Garden Army.

of forming a "stock company." In this way, she reasoned, not only would there be the necessary money to bear the expense of the garden, but much of the dread children sometimes experience when they reach the subject of "stocks" in arithmetic could be eliminated, since its practical value could be so clearly demonstrated as to relieve it of all disagreeable features. So the plan was presented to the children of the fifth, sixth, and seventh grades.

The par value of the "garden stock" was placed at 25 cents a share, and each child was to receive his money back, with his share of the "dividends" at the close of the school term in June, when the company would be dissolved. Should the proceeds of the garden fail to equal the cost and the price of stock fall below "par" in June, Miss Phyllis assured the company that she stood as guarantor against losses. They would at least receive their investment, and at the same time make it possible to have the demonstration garden, which was so much needed to illustrate the work to be done in the home garden, besides having many practical lessons in arithmetic.

The membership of the company was at first limited to a hundred boys and girls, but the children begged so hard to be included in the enterprise that 122 members finally composed the corporation. As there were three seventh grades in the school, the president, treasurer (both boys), and the secretary (a girl) were selected from these grades respectively. The twelve directors were chosen from the fifth and sixth grades as well as from the seventh, and no worthy pupil was denied the honor of representing the grade because she happened to be a girl. The children were given the opportunity during an English period to express themselves concerning the plan. The result was that when the "stock market" was opened on a certain Monday morning, and the sale began, with the president, secretary, and treasurer in charge, there was a long line of boys and girls eagerly awaiting their turn to purchase a share in the "Wood Street Garden Company." Many who forgot their money begged to be allowed to run home for it, but this was against the rule, so they had to wait and buy the next morning. The "market" was to remain open for one week, and no one was allowed to purchase a second share until the fourth day. The sales closed at the end of the week with more than twice enough capital to finance the demonstration garden.

A man was employed to plow the plot (this was the only expense for hired labor), after which the larger boys spaded and raked it. Fertilizer and

seed were bought, and the children found that the value of stock was "below par." Anxiously they awaited the coming of the warm spring days when they might begin selling vegetables. Their plants came up nicely and were growing very satisfactorily, when to their dismay they discovered that a flock of English sparrows were coming to the garden every day and making their dinner of the tender young plants. Again stock was on the downward trend. Some wheat was bought and fed to the sparrows for a few days, and when their confidence was sufficiently established they were fed with poisoned wheat, which finished this particular flock of birds and warned others not to meddle with Wood Street garden. The vegetables now flourished without interruption, and the price of "stock" immediately advanced.

When the vegetables were ready to market the children proceeded in a businesslike way to dispose of them. Inquiry was made each day at grocery stores about prices and customers were given good, fresh vegetables right from the garden at the same price the markets were offering them. It was not the policy to undersell. Boys were eager to deliver vegetables before and after school, and profits began to replace the cost. Lessons were given in gathering and marketing vegetables and in the treatment of the ground after the necessary walking to gather them. Far greater interest was taken in home gardens than ever before. Aside from an occasional period assigned to this work all the work was done at recess and after school hours. Indeed, many children preferred working in the garden to engaging in the ordinary sports of the playground. And all the time there were problems of many kinds to be used in connection with the work in arithmetic. There were measurements, percentage, gain and loss, stocks, and the more simple but very particular work of making change when sales were made.

At last June came and the company was dissolved. The stockholders received back not only their investment, but a gain of 20 per cent. The garden was turned over to a bright sixth-grade boy for the summer. As a result of his industry and thrift a total profit of 64 per cent of the investment was realized before September 1.

GARDEN ARMY FILMS RELEASED.

Under the direction of F. Wythe and the Western States Regional Director of the United States School Garden Army, a film cut into four-minute actions will be released soon in California and the

other Western States to interest children, parents and teachers in the United States School Garden Army. Its purpose is to enlist a new body of producers hitherto untouched and to carry war garden information quickly to adults and children alike in an interesting and appealing way.

Through the machinery of the State Councils of Defense and the school system wide distribution will be given the film and thousands of young people and old will come to learn quickly the economic and the educational values of home gardening.

The scenario of the first section is as follows: The sun rises, 20,000,000 boys and girls go to school every morning. They pledge allegiance to their flag. They are willing and ready to help win the war if they are shown the way. They consume a large part of the food in the United States. They produce little. The President calls. A million and a half answer. They produce in 1918 enough foodstuffs to fill a barrel the height of the Washington Monument. They cultivate enough ground to make a highway around the world. The United States School Garden Army comes to Johnny's town. He sees a poster and reads: "Every boy or girl may enlist in the United States School Garden Army. Every company will have a captain." Johnny in school steals a few minutes to write a letter to Secretary Lane. Impatiently he waits for an answer. Meanwhile he is assigned a weedy area in the back yard and starts a garden. Secretary Lane's letter arrives. Johnny takes it to the teacher. The children enlist. Johnny is elected captain. He is seen at home directed by the teacher, his father, his mother, his friend, the neighbor at diverse times preparing his spring garden in the fall. He makes a compost pile, a cold frame, and a hot bed. As a captain Johnny visits the home gardens of the boys and girls. The film will show cold frames, hot beds, compost piles under way—yards cleaned from trash—weedy patches redeemed—mothers and daughters, fathers and sons working together on a common-home project. The teacher visits Johnny's garden. She finds his plan well prepared and under execution and awards the United States School Garden Army insignia, formally identifying him as a captain in the United States School Garden Army. He receives his commission. Later Johnny sends his formal report on home visitation to Director General Francis at Washington.

The section concludes with a call for 5,000,000 volunteers and shows the children in back-yard trenches backing the boys in trenches across the wafer.

GARDEN NOTES.

George F. Mann, a United States School Garden Army recruit, in a town suburban to Schenectady, N. Y., not only worked in a war plant last summer during the vacation period, but on very poor soil cultivated a war garden and raised food

for a family of 10. The surplus was canned or dried for winter use.

Francis Foster, a Rome, N. Y., high school boy, cultivated a garden last summer 9,300 square feet in area and sold \$146 worth of vegetables. His cost for tools, seed, and fertilizer, etc., was \$66.

A recent publication of the Food Administration says:

We in America have no more than touched our capacity for making gardens. What we have done is merely a beginning. The accomplishments of the summer of 1918 showed the possibilities of the work and placed it beyond the purely experimental stage. The making of gardens must go on long after the close of the war in order to supply both ourselves and the peoples of Europe. Ending hostilities, either by declaring an armistice or making a permanent peace will not relieve the demands made on America's food supply.

SCHOOL CREDIT FOR BIBLE STUDY.

Bible study, not only as a means of moral education, but for its cultural value as well, is recognized by the public school authorities of Lansing, Mich. School credit is given for definite work done in church schools or in the home. This interesting departure is thus described by Supt. J. W. Sexton in a recent report:

You have authorized the giving of credit in the high school for outside work in Bible study. The object of this is well stated in the report of the committee that outlined the plan. Leaders in both church and State educational systems are coming more and more to feel that the problem of religious education is a common responsibility. They realize that there is need for a more systematic and effective program of religious and moral education than has yet been offered in either public or church schools. The demand is widespread and is growing for an organized correlation of all educational forces for moral ends. The State can not teach or demand the teaching of religion, but public schools can grant adequate recognition for definite Bible study in all its cultural phases, pursued in the church schools.

A syllabus according to which the work is to be done is being prepared by a committee composed of members of the high-school faculty. This will soon be ready for publication. Not more than 2 of the 32 credits required for graduation may be secured by outside Bible study. The sole test in determining whether credit will be granted will be an examination conforming to the same standards as other high school subjects, given at the high school by members of the high-school faculty at the time of the regular semester examinations.

This plan will safeguard the interests of the school in the matter of giving credit and at the same time it is hoped will furnish greater interest in Bible study among the high school young people.

INTERESTING LETTERS RECEIVED

(Continued from page 4.)

Approximately 10 per cent of our teaching corps have been granted leave of absence for definite war service. Approximately 7 per cent increase over last year has obtained in our continuation schools affecting boys and girls 14 to 16 years of age. Our high-school enrollment at the close of the school year, June, 1918, was slightly above 10,000; we have suffered a loss of about 500 in the anticipated enrollment for September, 1918.

Alternate Weeks Plan of School and Employment.

To meet the present emergency, we have not only benefited by the conditions and agencies mentioned above, but we have in all possible instances been meeting further demands by the formation of alternate week school and work programs, and in other modifications of the time element requirements in the public-school program.

As we face the future, Pittsburgh feels confident of her ability to meet the reasonable requirements of industry and commerce without seriously affecting the educational birthright of her adolescent boys and girls.

Virginia Schools Closed on Account of Epidemic.

BY HARRIS HART,
State Superintendent of Public Instruction.

At about the time the city schools of the State were opened or preparing to open, the epidemic of influenza became so serious as to necessitate the closing of practically all of these schools. It is not possible, therefore, to give any reliable information as to the approximate number of high-school students in Virginia who have left school in order to engage in some trade or industry.

The eastern section of the State, with its tremendous war activity and with the relatively high wages paid, is an inviting field for not only high-school pupils but for teachers as well. The result is that the most serious educational problem in the State of Virginia is the shortage of teachers. This is induced by very inviting salaries paid in Washington City for stenographers and clerks, and to the replacement of men in many industrial and commercial positions in the State.

The condition is aggravated by the fact that the salaries paid public-school teachers are entirely too low to be offered in competition with anything else.

BUY WAR-SAVINGS STAMPS.

ORGANIZING WIN-THE-WAR CONFERENCES IN THE STATES.

Southern Sociological Congress Backs Movement in Cooperation with Government Departments and Other National Organizations — Constructive Program of Social Progress Planned.

Crystallization of public sentiment in favor of a win-the-war policy is being forwarded by the aggressive action of the Southern Sociological Congress, which plans campaigns in all the States of the Union. A recent announcement states:

The war must be won in America as well as in Europe. To that end the Southern Sociological Congress, in cooperation with departments of the Government and several national organizations, is organizing a series of State win-the-war conferences.

The new plan adopted at the last annual congress provides that hereafter the congress will work in cooperation with State conferences as units, the membership fee to be divided as follows: One-third goes to finance the State conference, one-third to help finance the sociological congress, and one-third to publish literature for the members. In carrying out this plan it is our policy to secure and maintain a membership of 1,000 leaders in each State, so that the State organization may have sufficient strength and influence to carry forward without interruption a constructive program of social progress. This membership of 1,000 should constitute the best who's who in each State.

Our plan of campaign is, then, for this year: First, to hold a win-the-war congress in each State as far as practicable; second, to conduct the annual congress of southern leaders next spring; third, to publish the papers of the last two conventions in a 500-page volume, entitled "Democracy in Earnest"; fourth, to maintain the office at Washington as an efficient clearing house on social work.

The officers of the congress include Bishop Theodore D. Bratton, Jackson, Miss., chairman; J. E. McCulloch, educational secretary; and Edwin C. Dinwiddie, treasurer. The offices are in the MacLachlen Building, Washington, D. C.

CORRELATION.

Much has been said in school circles about correlation and but little done. The School Garden Army offers excellent opportunities for trying it. Posters and exhibits from the Art Department, garden songs from the Music Department, garden pageants, plays, and four-minute speeches from the English Department, garden measurements from the Mathematics Department, garden costs and profits from the Commercial Department, and garden plants and enemies from the Science Department are suggestive of the possibilities or correlation with other school work.

LESSONS IN COMMUNITY AND NATIONAL LIFE.

"The war is bringing to the minds of our people a new application of the problems of national life and a deeper understanding of the meaning and aims of democracy. Matters which heretofore have seemed commonplace and trivial are seen in a truer light. The urgent demand for the production and proper distribution of food and other national resources has made us aware of the close dependence of individual on individual and nation on nation. The effort to keep up **social and industrial** organizations in spite of the withdrawal of men for the Army has revealed the extent to which modern life has become complex and specialized.

"These and other lessons of the war must be learned quickly if we are intelligently and successfully to defend our institutions. When the war is over we must apply the wisdom which we have acquired in purging and ennobling the life of the world.

"In these vital tasks of acquiring a broader view of human possibilities the common school must have a large part."

These considerations led the President in August, 1917, to direct the Food Administration and the Bureau of Education to organize the proper agencies for the preparation and distribution of suitable lessons for elementary grades and for the high-school classes. The President expressed the conviction that:

"Lessons thus suggested will serve the double purpose of illustrating in a concrete way what can be undertaken in the schools and of stimulating teachers in all parts of the country to formulate new and appropriate materials drawn directly from the communities in which they live."

The instructions thus given involved a radical departure from all previous practices and traditions of the Bureau of Education. It meant nothing less than the preparation of a series of texts for the direct use of pupils and arrangements for their distribution through the only possible channel, namely, by sale at cost through the Superintendent of Documents, an officer of the Government Printing Office. No other officer is authorized under the law to sell any publication of the Government; free distribution was out of the question, for the printing required was far beyond the limit of the funds available to the bureau.

The plans finally perfected provided for the preparation of the text under the direction of Dr. Charles H. Judd and Dr. Leon C. Marshall, of the University of Chicago; the cost of preparation was borne by the Food Administration; the

first edition, involving payment for composition, stereotype plates, etc., was borne by the Bureau of Education; the correspondence and all business arrangements are handled by the editor of the Bureau of Education; the clerical force required is provided in part by the Bureau of Education and in part by the Food Administration; the actual distribution of the documents is conducted by the superintendent of documents, and all money received in payment of the lessons is transmitted to him.

The lessons consist of reading material in form to be put directly into the hands of pupils. The text in each case deals with selected topics, and is followed by questions and suggestions as to topics which may be studied in addition to those presented in the text. Each lesson is a unit intended to be read and studied by the pupil. The lesson is carefully prepared by a specialist and is filled with information which will reward the pupil for his reading. Each lesson is also part of a series in which the different lessons approach the same central theme from various angles. The lessons do not exhaust the theme which they illustrate. At the bottom of each page series of questions are set down in the hope of stimulating the pupils as well as the teachers to carry the methods of the lessons further. Especially is it hoped that the lessons will lead to studies of the local institutions which are around the school. A genuine study of community life must take up the familiar environment at the door of the schoolroom. The laboratory for these lessons is in the home environment and the industrial environment of the pupil.

There are three grades of lessons, namely, section A for the upper classes of the high school, section B for the upper grades of the elementary school and the first class of the high school, and section C for the intermediate grades of the elementary school. One number or leaflet of each section appeared each month for eight months, beginning October 1, 1917; 24 were issued in all. Each leaflet contains from 2 to 4 lessons and fills 32 printed pages. They are sold at prices which vary according to quantity, from 5 cents for a single copy to 1 cent each in lots of 500 or more.

The reception accorded to the lessons by schoolmen has been most gratifying. Orders were unexpectedly heavy, and it was difficult to supply the demand. The total sales, during the school year, amounted to nearly three and a half million copies of the 32-page leaflets.

A new edition of the lessons has been issued in which all the lessons of each of the three sections are bound together in pamphlet form. The pamphlets are sold at the flat price of 15 cents each.

The demand for the lessons continues and a large sale is expected during the coming year.

SCHOOLS FOR ORDNANCE CITIES.

War Department Announces Plans for the Education of Children of Employees—Special Organization Necessary to Meet Unique Conditions.

There are 15,000 children for whom the Government must provide education in great ammunition boom towns. Approximately \$2,500,000 has been set aside for the erection and equipment of school buildings. Five of these ordnance cities already have schools, and the schools in the other seven communities are being hurried to completion. By direction of the chief of ordnance, Maj. Gen. C. C. Williams, the school system will be in charge of the community organization branch of the industrial service section of the Army Ordnance Department, headed by Fred C. Butler.

The school system covers kindergarten, grade school, domestic science, manual training, night courses for adults, and in one community a high-school course. The 400 teachers employed are volunteers from the country generally.

The War Department has appointed the following advisory committee: Dr. George D. Strayer, chairman, president of the National Education Association, and professor of school administration in Teachers' College, Columbia University; Dr. J. A. C. Chandler, superintendent of schools at Richmond, Va.; Dr. Henry E. Jackson, special agent in community organization, of the Bureau of Education; Dr. Calvin N. Kendall, of Trenton, N. J., commissioner of education of the State of New Jersey; Dr. Dwight B. Waldo, president of the Michigan Normal College, Kalamazoo, Mich.; W. G. Coburn, who drew the plans for the school system, will administer it as director.

KANSAS CITY SCHOOL ESTABLISHES A RECORD.

Achievement of Elementary School in War-Savings Campaign.

John T. Wayland, vice chairman of the Kansas City, Mo., section of the National War Savings Committee, modestly inquires whether his city is not entitled to claim a record. He says:

It might be of interest to you to know that we have a ward school here, the Benton School, Mr. James M. Cottingham, principal, with an enrollment of about 1,000 pupils, who have purchased since the beginning of the war-savings campaign something over \$45,000 worth of stamps. We do not know of a school in the country anywhere which equals this record.

Does any reader of SCHOOL LIFE know of an elementary school which has surpassed this achievement?